# RELIGIOUS EDUCATION

# IN

# THE AUBURNDALE INTERMEDIATE SCHOOL

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# Religious Education
# in
# The Auburndale Intermediate School

An Outline of a Project
General and Specific Aims
Procedure and Evaluation

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Religious Education

in

The Nineteenth Intermediate School

an Outline of a Project

General and Specific Aims

Procedure and Evaluation

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Aim:

The general aim, in choosing the project of Religious Education in the Auburndale Intermediate Schools, follows the all inclusive teaching of Micah 6:8.

"What doth the Lord require of thee, but to do justly and to love mercy, and to walk humbly with thy God."
To attain those general spiritual values of doing justly, loving mercy, and walking humbly the Auburndale Intermediate School assumes a profound responsibility for providing experience for children of intermediate school age that will lead them into lives of rich appreciations, creative expression, noble aspiration, and self-directed, cooperative service and leadership. The children need guidance in developing the spiritual values of-

Reverence

Friendliness in school activities

Mutual respect in the classroom

Right Conduct

Obedience, honesty, and truthfullness

Justice, fair play, and patience

Regular Attendance at school and Sunday school

In reference to Bible Reading in the Florida Schools, Section 231.09 Florida Statutes 509 (2) Florida School Code states (and I quote): "To have once every school day reading in the presence of the pupils from the Holy Bible, without sectarian comment." The intermediate grades might well include, "without

[illegible] in choosing the profession of [illegible]
[illegible] the Moundville Intermediate School, follows the
teaching of Micah 6:8.

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love mercy, and to walk humbly with thy God."

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mercy, and walking humbly the Intermediate School
assumes a prolonged responsibility for providing experiences for
children of Intermediate School age that will lead them into
[illegible] of right appreciations, creative expression, noble recreation,
and self-direction, cooperative service and leadership. The
children need guidance in developing the spiritual values of-

Loyalty to God

Friendliness in school activities

Moral respect in the classroom

Right conduct

Obedience, honesty, and truthfulness

Unselfish, fair play, and [illegible]

Regular attendance in school [illegible]

In reference to Rule [illegible] in the [illegible],
Section [illegible] Florida Statutes, 1927 (2) [illegible]
and I quote: "[illegible] school
[illegible] or the [illegible]
[illegible]. The Intermediate grades [illegible]

sectarian comment," a teaching experience in religious education the general aims of which are:-

A. To develop a deep and true appreciation of Christian values in the lives of elementary school children.

B. To direct the process of helping the children to develop progressively, habits and ideals which will help them to achieve a wholesome integrated personality; and to live well and happily in their environment.

Specific Aims include-

1. Developing some degree of skill in the deliberate determination of conduct.
2. Making correct, unselfish contributions to the group in the class room.
3. Providing opportunities for development in responsibility and in leadership.
4. Porviding and maintaining fellowship in sharing a worship program of Bible reading, singing of hymns, and prayer.
5. Interesting a local community organization, civic or church, in giving a Bible to each of the twelve classrooms in the Auburndale Intermediate School.
6. Encouraging another organization to make a personal gift of a New Testament to each teacher.
7. Encouraging faculty members to take one or more of the Bible courses offered at Southern College.
8. Training the school child to interpret what he reads in the Bible in the light of his own experiences.
9. Giving classroom talks on the history of the Bible.
10. Arranging with a committee of children a Bible exhibit

for a classroom activity or a P. T. A. meeting.

11. Motivating interest in owning a Bible.

12. Correlating with social studies the location of Bible lands by use of maps.

13. Providing for classroom use a set of Bible Maps.

14. Building up a vocabulary of Bible terms.

15. Organizing a library of materials for teaching these Key Qualities of the spirit-

    Appreciation

    Cooperation

    Courage

    Faith

    Generosity

    Goodwill

    Honesty

    Kindness

    Loyalty

    Respect for Law

    Responsibility

    Reverence

16. Dramatizing Bible Stories.

17. Encouraging the use of religious films, and the ownership by the school of religious film library.

18. Forming a library of records having spiritual values.

19. Teaching the child to read the Bible orally.

20. Presenting a White Christmas Program.

Procedure:

1. Encourage the children to participate in the devotional and worship programs given in the classrooms, in general assembly, and at Parent-Teacher meetings by training small groups to build and present programs of spiritual value to school.
2. Aid teacher and pupil committee to arrange a series of inter-class worship programs. For example: Section "A" of grade four will plan to conduct for Section "B" of the same grade a worship service based on theme, Friendliness. For this religious experience suggestions and an abundance of rich materials are made available.
3. Teach choral reading to selected groups, and to classrooms. The Christmas season is a wonderful opportunity for spiritual values in a school. These choral reading selections may carry over to the Sunday Schools and Young Peoples Christian Societies of the community. Selections I use are:-

   Matthew 2: 1-12

   Luke 2: 1-20

   Psalms 1, 19, 23, 24, 46, 67, 100, 121, and 122

   Beatitudes Matt. 5: 1-16

   Selected Bible verses on "Thanksgiving"
4. Dramatize Bible stories of the Old and the New Testaments. The following are chosen:-

   Joseph

   Samuel

   David

   Daniel

John the Baptist

The Good Samaritan

Jesus Love for Children

Paul's advice to Parents and Children.

5. Memorize the words (I attempt only two stanzas) and sing the great hymns of the church-

Come Thou Almighty King

Onward Christian Soldiers

O Worship the King

Holy, Holy, Holy

O Zion Haste

O Brother Man

6. Use freely the Christmas Carols

7. Tell stories (or read from the Bible) of the Children of the Bible, as,

Ishmael, Gen. 21: 9-21

Baby Moses, Ex. 1: 22- 2: 10

The Boy King, 11 Ch. 34: 1-4, 7

Naaman and Little Maid, 11 Kings 5: 1-17

The Child Jesus in the Temple, Lu. 2: 40-52

8. Make Religious Posters,

a. Thanksgiving

b. Every Day School Life

c. Christmas

d. Easter

e. This is My Father's World

f. Courage, or I must Be Brave

As the project operates, it would seem worth while and fitting to check results by asking-

Evaluation:

1. Does this Project in Religious Education make meaningful the pupil's everyday experiences?
2. Does the Project encourage social participation in religious activities?
3. Have spiritual values been attained in the pupil's relations to his home, to his school, to church and community?
4. Are the boys and girls making a definite and positive contribution to desirable Christian Citizenship?
5. Do the pupil exhibit an increasing interest in the Bible?
6. Are the pupils becoming more reverential in their attitudes to things religious?
7. Is this Project promoting Spiritual Key Values as honesty, truthfulness, courtesy, and clean thinking in the minds and hearts of the pupils?

[illegible]

[illegible]

[illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

Religious Education

in

The Auburndale Intermediate School

Over-all General Aim:

Not alone has it been an opportunity, but more especially a privilege and a pleasure, to be connected for many years with the community life--the clubs, the churches, and the schools of Auburndale, my town. From observation, and much thought it has seemed to me that emphasis on the spiritual values of living will serve the highest and the best interests of our community school life. Spiritual values, when attained, will make a finer boy or firl, be those values generosity, fellow feeling, responsibility, integrity, or some other related quality of living. To me spiritual values a e not inconsistent with religion, but represent an area not dependent upon religious sanctions. For my school I try to emphasize respect for personality, loyalty, to democratic group life, esthetic sensitivities and enjoyments, and "moral fiber." Therefore the project, Religious Education in the Auburndale Intermediate School challenges my earnest endeavors. True, the general over-all aim centers in the school of my town, but it is the hope that much might also be adapted to other schools.

Aim:

With this understanding of the over-all purpose of spiritual values possible of attainment in a school, there comes to mind the

words of the prophet, Micah, in the eighth verse of the sixth chapter. (Credit is here given to Southern for this instruction). To attain the objective of teaching justice, mercy, and humility, the Auburndale School endeavors to provide experiences that will lead children into lives of fine, unselfish service, leadership and a desire to share in a common cause. With cooperation of faculty members it is my aim to furnish, by precept and example, guidance in the spiritual values of Christian everyday living. (See outline p. 1).

Bible reading continues daily in the Auburndale School. Never is any sectarian comment made. Reading the Bible unites a school group, lends dignity to school life, elevates the thoughts, and furnishes the background for many and many a worth-while teaching experience. One of the happiest outcomes developed from reading to a fifth grade the fourth chapter of Proverbs--definitely verse seven:

"Wisdom is the principal thing; therefore, get wisdom: but with all thy getting get <u>understanding</u>."

How do I proceed with Bible reading? 'Tis a happy privilege to enter a class room, pick up quite naturally a Bible (There is one on each teacher's desk-item 5B p. under Specific Aims), make a general comment about the history of the Bible, ask a question about a Bible character, perhaps ask how many own Bibles and go to Sunday School. With interest motivated, I read a selection to the group. Often I ask the class to read to me some day. (The Bible is difficult oral reading for Intermediates, so here is my opportunity with cooperation of the class room teacher, with the help of a good reader in an advanced reading group, or with my

own teaching in my office to acquire better Bible Reading). The response to this procedure is encouraging.

Referring to the Specific Aims of this Project-

Last fall I posted on the bulletin board in large block letters, made by sixth grade pupils, this motto:

"I believe in hands that work,
Brains that think,
And hearts that love."

The motto attracted pupil attention. Using this thought as the basis of discussion, and drawing upon other known sources, some degree of pupil skill in determining conduct has been accomplished. I believe in and use the private conference method; a better pupil-teacher relationship is developed.

Throughout the past school year the home rooms have been encouraged to share their skill in wood craft, in the care of the class room by contributing the beauty of plants and flowers, in sharing the joy of Hobby Shows and Exhibits--all developing a happy class room situation. And this I think has spiritual value not inconsistent with religion.

Tis easy for teacher and principal to attain specific aim number three, because every day brings opportunities to develop responsibility and leadership. Week by week two boys are detailed to raise the colors on the flag pole in the school yard and at three in the afternoon to bring the flag in. This duty is a coveted privilege. A rotating group of girls cares for the drinking fountains, guiding the younger children in good habits. A committee shows dependability in ventilating our class rooms. Fire drills give large boys the opportunity of caring for little

children. Unnumerable are these opportunities.

And this is the way I work out number four-- A volunteer group from, let's say, 5A arranges a worship program. With the approval of the home room teacher in 5B, these children with a group chosen leader and a prepared program leads the children (and teacher) in Room 5B in a worship period, devoted to Bible reading, singing a favorite hymn, telling a fine story and prayer.

The fifth specific aim has been accomplished by a local church organization giving to the Auburndale School twenty-three Bibles (purchased from the American Bible Society).

Item six has not been carried out as stated, but a better procedure is being worked out at present, whereby individual friends of the school are giving these new Revised Testaments.

Always has it been my pleasure to promote attendance in one or more of the Bible courses offered at Southern.

Luke's story of the child Jesus in the temple furnishes a source for training a school child to interpret what he reads in the Bible in the light of his own experience.

Under teacher and class room pupil committee guidance an exhibit of Bibles has been arranged in the office.

Specific aim eleven has previously been explained.

The location of Bible lands by using maps- making and drawing large scale maps on black boards has gone "hand in hand" with the social studies of grade six.

Aim number thirteen has been omitted, but we <u>have</u> built up a vocabulary of Bible terms. These are used in spelling and in oral and written work in grades five and six.

There is a special shelf in the library where "from time to time" materials (books, pictures, catalogs, magazine clippings) are added to aid teacher instruction in teaching spiritual values.

There continues to be some Bible dramatization in all grades. The Christmas stories were to date, our most successful play portrayals. Our White Christmas program (Specific Aim number 20) utilized well the play instinct of the Intermediates.

During the year the grades have built up a phonograph record library--all new records--all of spiritual value to any school. These records pass from room to room on a regular schedule by pupil committee responsibility.

As to item nineteen, the oral teaching of the Bible is carried out in training choral reading groups.

In discussing Procedure number one, let me say that provisions are made in the day's program for pupil committee participation in preparing programs for class rooms, for arranging exhibits, etc. During this special period, set aside for free activity, groups without regard to social and economic status, groups from all churches (and from none) assemble in the office for work in choral reading. Appended to this informal paper you will find several Psalms edited for choral reading. These are merely suggestions--other interpretation may be more effective. Much depends upon the group reading.

Item four is adaptable to oral English and worship programs. The Auburndale School emphasizes the story telling of the parables of the Good Samaritan, and the Prodigal Son. To these two parables the other stories listed are added.

The boys and girls of the Auburndale School learned only three of the hymns listed in the outline. However, substitutions are often encouraged. Each grade enjoys a forty minute music appreciation period--time devoted once a week to the enjoyment of singing old songs and learning new ones. Again I say, this to me has spiritual value.

Item seven is used in oral and written composition, and in devotional programs.

Number eight culminates the joy of achievement in producing colorful, a tractive posters. The Thanksgiving Poster was built (by an entire fifth grade) around the thought "Father, We Thank Thee." The most beautiful poster was an Easter Window made by sixth grade girls. The most ambitious poster was on the theme, "This is My Father's World" made by two young artists from grade six.

Evaluation:

To evaluate the spiritual development of the Auburndale Intermediate School is difficult, but not impossible. The evaluation of the spiritual values-of religious education in the grades must in part be subjective. Some form of evaluation is necessary to estimate our efforts in leading the growth of children toward desirable living--desirable citizenship. Often in my thinking do I formulate such directive helps as:-

Is my effort to develop responsibility taxing the child beyond his strength?

Is the spirit of the Golden Rule sensed by the boy or girl?

Is this pupil measuring up to the best within him?

Is he growing, not alone in stature, but in favor with God and man?

My evaluation has been always informal, but continuous. Teachers are encouraged to cite incidents in pupils where attitudes have changed as a result of class room recognition of spiritual values.

In some cases I note that individual rights are respected.

There's sympathy for one who is a cripple, for one who cannot learn, for another who is very poor.

In some personal and social situations, there is cooperation from teacher and pupil.

Participation in group activities, at first seemingly hopeless, has improved more than any one effort.

Appreciation of the Auburndale Intermediate grades and consideration for private property is improving.

Faculty members are friendly.

Music, art and the Bible have a definite place in our daily program.

The churches in the community are asking more and more for public school trained choral readings for their Sunday School programs.

The children show a growing interest in the Bible.

In conclusion may I repeat that the values of this project in Religious Education are, indeed, difficult to see, but

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thru.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.

— Christina Rosetti

# C H O R A L  R E A D I N G

# T H E  P S A L M S

Edited for the Intermediate Grades

Mattie Van Fleet Dickey

# THE FIFTEENTH PSALM

## ANTIPHONAL ARRANGEMENT

| | |
|---|---|
| Solo. | Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill? |
| Response, full chorus or light voices. | He that walketh uprightly, and worketh righteousness, and speaketh the truth in his heart. |
| Solo. | Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill? |
| Chorus or dark voices. | He that backbiteth not with his tongue, nor doeth evil to his neighbor, nor taketh up a reproach against his neighbor. |
| Solo. | Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill? |
| Light voices. | (He) in whose eyes a vile person is contemned; but he honoreth them that fear the Lord. |
| Solo. | Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill? |
| Dark voices. | He that sweareth not to his own hurt, and changeth not. |
| Solo. | Lord, who shall abide in thy tabernacle? who shall dwell in thy holy hill? |
| Light voices. | He that putteth not out his money to usury, nor taketh reward against the innocent. |
| Full chorus. | He that doeth these things shall never be moved. |

# THE TWENTY-FOURTH PSALM

| | |
|---|---|
| Full Chorus. | The earth is the Lord's, and the fullness thereof; the world, and they that dwell therein. For he hath founded it upon the seas, and established it upon the floods. |
| Girl soloist. | Who shall ascend into the hill of the Lord? or who shall stand in his holy place? |
| Boy soloist. | He that hath clean hands, and a pure heart; who hath not lifted up his soul unto vanity, nor sworn deceitfully.<br>He shall receive the blessing from the Lord, and righteousness from the God of his salvation. |
| Full chorus, increasing volume. | This is the generation of them that seek him, that seek thy face, O Jacob. |
| Three boys, loud, strong. | Lift up your heads, O ye gates; and the King of glory shall come in. |
| Girl soloist. | Who is this King of glory? |
| Full chorus, answering. | The Lord strong and mighty, the Lord mighty in battle. |
| Three boys, loud, strong. | Lift up your heads, O ye gates; even lift them up, ye everlasting doors; and the King of glory shall come in. |
| Girl soloist. | Who is this King of glory? |
| Full chorus, joyful tone. | The Lord of hosts, he is the King of glory. |

# THE FORTY-SIXTH PSALM

| | |
|---|---|
| Girl soloist, confident, reverent. | God is our refuge and strength,<br>A very present help in trouble. |
| Dark voices. | Therefore will not we fear,<br>though the earth be removed,<br>and though the mountains be<br>carried into the midst of the<br>sea;<br>Though the waters thereof roar<br>and be troubled, though the<br>mountains shake with the swell-<br>ing thereof. |
| Light voices, clear, high. | There is a river, the streams<br>whereof shall make glad the city<br>of God, the holy place of the<br>tabernacles of the Most High. |
| Light voices, chorus. | God is in the midst of her; she<br>shall not be moved: God shall<br>help her, and that right early. |
| Dark voices, chorus, loud, strong. | The heathen raged, the kingdoms<br>were moved: |
| Dark voices, chorus, soft tone. | He uttered his voice, the earth<br>melted. |
| Chorus, all voices, loud, exalted. | The Lord of hosts is with us;<br>the God of Jacob is our refuge. |
| Girl soloist, hopeful, excitement. | Come, behold the works of the<br>Lord, what desolations he hath<br>made in the earth. |
| Dark solo voice. | He maketh wars to cease unto the<br>end of the earth; he breaketh the<br>bow, and cutteth the spear in sun-<br>der; he burneth the chariot in the<br>fire. |
| Girl soloist, low, clear, soft tone. | Be still, and know that I am God:<br>I will be exalted among the heath-<br>en, I will be exalted in the earth |
| Chorus, all joyous. | The Lord of hosts is with us; the<br>God of Jacob is our refuge. |

THE SIXTY-SEVENTH PSALM

| | |
|---|---|
| Girl soloist, solemn, prayerful tone. | God be merciful unto us, and bless us; and cause his face to shine upon us. |
| Boys chorus. | That thy way may be known upon earth, thy saving health among all nations. |
| Everybody increase intensity of tone. | Let the people praise thee, O God; let all the people praise thee. |
| Girl soloist, in clear joyful tone. | O let the nations be glad and sing for joy; for thou shalt judge the people righteously, and govern the nations upon earth. |
| Everybody loud. | Let the people praise thee, O God; let all the people praise thee. |
| Girls chorus. | Then shall the earth yield her increase; and God, even our own God, shall bless us. |
| Girl soloist, strong, hopeful. | God shall bless us; and all the ends of the earth shall fear him. |
| Everybody climax. | Let the people praise thee, O God, let all the people praise thee. |